

International Education: Historical Overview of China

This lesson plan is designed to be used as an individual or group study of comparison, to study the economic, political, and cultural characteristics of China as a specific comparison to the United States. **Time required: 3-5 class periods (55 minute class periods)**

I. Content

I want my students to understand (or be able to):

- A. Make an economic comparison
- B. Prepare for the Economic Summit
- C. Understand the concepts of international trade
- D. Assess the social, political, and economic conditions of China

II. Prerequisites

In order to fully appreciate this lesson, the student must know (or be experienced in):

- A. It is recommended that students complete the Economic Map assignment found in the Idaho International Education Task Force lesson plans for economics. Background in American Government is suggested. In many cases, students enrolled in Economics are seniors and therefore are taking Economics and American Government concurrently. If you plan to participate in the International Economic Summit, it is suggested that you prearrange with the International Summit Coordinator your chosen country as countries are typically assigned as a lottery system

III. Instructional Objective

Students will:

- Research and document data related to their country using multimedia, texts, library resources
- Produce a research paper, with footnotes, describing the history, economics and culture of their country
- Demonstrate knowledge of their country by resending their research of the country using a Power Point presentation
- Compare and analyze the differences in a countries economic stability and power

VI. Materials

a. Teacher:

- Historical Overview assignment sheet (Appendix A)



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- Any related materials related to assigned country
- Cart of library resources to research geographic characteristics, history, world resources, and political background (Almanacs, Encarta, Compton's Encyclopedia, Statesman's Yearbook World Book Encyclopedia, World Atlas, various web sites, etc.). Consult with librarian about one week prior.
- Reserve computer lab with internet access to research current statistics, world leaders, etc.

b. Student:

- All resources and previous research for China

IV. Instructional Procedures

Students will prepare a historical overview of China. The purpose of the overview is to give the student an insight on how their country has developed into what it is today. Each student should have an understanding of what countries, events, and people have influenced their country of study, who it associates with and who it doesn't, where its cultural ties lay, and how its economic system has and presently functions.

Concepts learned:

- Factors of production
- Comparative advantage
- Imports/exports
- Trading partners
- Allies/enemies
- Types of economic systems
- Forms of economic systems
- Colonial influences
- Participation in world events
- Treaties
- Political system
- Internal events
- Economic stability
- Standard of living

Students will be able to:

- Research and document data related to their country
- Understand quality of life in Germany
- Understand the meaning of Gross Domestic Product
- Determine how comparative advantage influence economic wealth
- Interpret the economic, political, and cultural history of China
- Analyze how internal and world events have impacted China

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- Compare and analyze the differences in a country's economic stability and power based on factors of production

Procedures

Day One-Three

1. Tell students that they will begin/continue to research China.
If you plan to attend the Economic Summit, students should keep in mind their goal of becoming an expert on that country. Review the role of economics advisors outlined in the Economic Summit Handbook (<http://www.internationaleconomicsummit.org>). If you plan to attend the Economic Summit, explain to the student that their research will help them to be successful at Summit.
2. Hand out Historical Overview assignment sheet (Appendix A)
3. Review the concepts of:
 - Comparative advantage, imports/exports
 - Standard of living
 - Population
 - Economic systems
 - Colonial influences
 - Participation in world events
 - Treaties
 - Type of government
 - Influential political figures
 - Current political leaders
 - Traditional allies and enemies
 - Internal events
 - Economic stability
 - Major industries
 - Trading partners
 - GDP, per capita income, literacy rate, unemployment, standard of living
 - Cultural characteristics and the influences on history
4. Instruct the students on the use of the internet and include:
 - Search procedures
 - Internet etiquette
 - School guidelines
 - Print procedures
 - Saving procedures

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Day Four

5. (OPTIONAL) Have students present their Historical Overviews to the class in the form of a Power Point presentation.

(OPTIONAL) Recommended if you wish to participate in the Economic Summit. <http://www.internationaleconomicsummit.org>. Students need to be aware that the Economic Summit is a role play. During individual presentations, have other students take notes detailing important information that will equip them with a better understanding for the role their country plays in the global arena. The objective is to discover how their country should behave politically, who their allies will be, and who has the comparative advantage to ensure they will meet their trade balance and other objectives of the Economic Summit.

- Traditional allies/enemies
- Imports/exports
- Comparative advantage
- Etc.

V. Assessment/Evaluation

Grading should be proportional to the assignments given over the course of the semester. Evaluation should be based on quality, content, and accuracy. Use the Bullets on the assignment sheet (Appendix A) for guidance

VI. Idaho Achievement Standards

- 9-12.E.3.1.1 Define scarcity and explain its implications in decision making.
- 9-12.E.3.1.2 Identify ways in which the interaction of all buyers and sellers influence prices.
- 9-12.E.3.1.3 Identify the incentives that determine what is produced and distributed in a competitive market system.
- 9-12.E.3.2.1 Compare and contrast the characteristics of different economic systems.
- 9-12.E.3.2.2 Explain and illustrate the impact of economic policies and decisions made by governments, business and individuals.
- 9-12.E.4.2.1 Explain the basic functions of government in a mixed economic system.
- 9-12.E.4.2.2 Identify laws and policies adopted in the United States to regulate competition.
- 9-12.E.5.1.3 Apply economic concepts to explain the role of imports/exports both nationally and internationally.

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VII. Follow-up Activities

- Any lesson plan outlined in the Idaho International Education Task Force Lesson Plan Bank that pertains to international relations/comparisons
- Participate in the International Economic Summit. Information on the International Economic Summit can be found at the Idaho Council on Economic Education – <http://csi.boisestate.edu/icee> . Specific information on the Summit can be found at <http://www.internationaleconomicsummit.org> or by contacting Jody Hoff at Boise State University.
- Lessons outlined in the International Economic Summit handbook. Contact Jody Hoff at Boise State University
- International economics related lesson plans available at the National Council on Economic Education. <http://www.ncee.net>
- Link economic comparison and history to “Exploring Humanitarian Law”:
 - Contact: Michael Shaw (Exploring Humanitarian Law in Idaho) at: mshaw@idahocities.org

Appendix A

Economic/Historical Overview

The purpose of the Historical Overview is for you to look at how China has developed into what it is today. We want you to look at what countries, events, and people have influenced it, who it associates with and who it doesn't, where its cultural ties lie and how its economic system has and does function.

Section One: History

A. Colonial influences

- In this section you are to describe the countries that either have had control of your country or that your country has controlled. Usually, countries are taken over by other countries because of war. If your country was controlled by another, some aspect of your country will have been affected: type of government, language, religion

B. Participation in world events

- Wars (when and whom did you country fight. Who won? What did your country lose or gain?)
- Treaties. All countries have made treaties with other countries, sometime many.
- International Organizations. Is your country a member of the United Nations? If so, when did it join and does it hold any important or significant positions of power? Is your country a member of EEC, SEATO, or other continental organizations?

C. Type of Government(s) and influential political figures

- Sometimes countries change the way their government is organized as a result of their involved in world wars, combining with other countries or for other reasons. Describe the type of government your country has today. Is it different from the type of government it had in the past? If so, why and how? Be sure to tell how executives, lawmakers and judges are chosen, how long they can serve, how they can be replaced.
- Describe the activities of important political figures, and tell who they were/are. Sometimes, an important leader of one country is responsible for changes that occur in other countries. If that is true in your country, be sure to include that information in your description.

D. Traditional Allies and Enemies

- Be sure to talk about who your country's allies and enemies are. If your country is typical, those alliances have changed over the past 300-400 years.

E. Internal Events

- What events have occurred in your country to affect its political history or economic history? For instance, has your country been involved in a civil war, or has it suffered from long-term drought? Events such as these are traumatic to a country's economy, the people, and often alter history.

Section Two: Economics

A. Economic Stability, past and present

- Has your country experienced periods of extreme inflation or depression? (If your country has been involved in wars, it has!) What is the money's purchasing power? Can the people buy the things they need? Are consumer goods available?
- B. Major Crops and Industry
- What major crops are grown? What manufacturing takes place? Where?
- C. Imports and Exports
- Comparative advantage? What products/foodstuffs are imported from other countries and exported to other countries? Does your country import more than it exports? Why? Implications?
- D. Trading Partners
- What countries has your country traded with in the past? Does it still trade with those countries, or have circumstances changed its trading partners?
 - Are there any trade embargos, trade agreements, sanctions? Is there any country that your country cannot trade with because of legal action taken by your country's government, or another country's decision?
- E. GDP, per capita income, and unemployment rate
- The gross domestic product is the value of goods produced in the country, broken down by population.
 - Per capital income means what is the average income per person
 - Literacy rate means at what age or grade level do most people read, write and understand their country's language. Is there a formal education program? Is attendance in school required? What percentage of citizens attends college or some other post-high school education?
- F. Standard of Living
- What are the houses like that people live in? Are the people able to buy consumer goods? Can they afford to buy more than just eh bare essentials of existence? You will find information that tells you things like how many TV's people have, home many cars people own, etc.

Section Three: Culture

- A. The culture of a country is what makes it distinctive. Culture includes the language, music, religion and food, as well as art and clothing.
- B. Holidays, ceremonies, artists
- You should include information about special celebrations and festivals that your country holds (4th of July, Thanksgiving in the USA)
 - Major artists, musicians, composers, entertainers, dancers, sports figures, etc. This would include people who were significant in your county's past as well as its current history. Its customs and traditions also make your country what it is today.

Composition

When you have finished this paper, you will have an excellent grasp of what has occurred in the past 3-4 centuries and what events have shaped your country into what it is today.

Plagiarism should be observed. Include a bibliography in MLA format.